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GUIDELINES FOR EDUCATING YOUTH UNDER STRESS.

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THIS GUIDE PRESENTS FUNDAMENTAL PRACTICAL CONCEPTS CONCERNING BEHAVIOR, CLASSROOM ENVIRONMENT, AND CURRICULUM FOR THE CHILD UNDER STRESS. THE ANGRY CHILD, THE CONFUSED CHILD, THE DESTRUCTIVE CHILD, AND THE QUIET CHILD ARE DISCUSSED. THE GENERAL GOALS OF CLASSROOM CONTROLS AND EFFECTIVE METHODS OF ACHIEVING THESE GOALS ARE DISCUSSED. LISTS OF TEACHING AIDS FOR SCIENCE, ARITHMETIC, SOCIAL SCIENCE, READING, AND GENERAL USE ARE INCLUDED IN THE SECTION WHICH VIEWS THE NORMAL CURRICULUM AS BOTH FOUNDATION AND GOAL FOR EDUCATING CHILDREN UNDER STRESS. THE APPENDIX LISTS FIVE CURRICULUM GUIDES, A 189-ITEM BIBLIOGRAPHY, ACHIEVEMENT TEST SCORES FOR EIGHT CHILDREN, AND TWO SCHOOL RECORD FORMS. (JW)

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GUIDELINES

For

Educating Youth Under Stress

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INTRODUCTION

The Nevada State Hospital was awarded a Hospital Improvement Project Grant in 1964 from the National Institute of Mental Health to meet the educational needs of its children.

The School's average monthly attendance is forty-six students. In a years time over one hundred children committed to the hospital by the circuit courts or voluntarily from a thirty-two county catchment area will attend school.

This grant has permitted the expansion of an existing two room educational program to its present eleven rooms. The eleven rooms were arranged by partitioning a ward into eight classrooms and renovating three adjacent rooms. The staff was increased from two teachers to eight, a secretary and principal.

This guideline has been written for those teachers who have in their classroom children who are experiencing stress—children whose emotional development has been impaired to the extent that they do not function in an adequate or acceptable way; children who cannot establish and maintain adequate or appropriate relationships with other persons; children who function academically below the level of their true capabilities.

No attempt has been made to follow a particular school of psychology or to use the terminology of the professional clinician of theoritician.

Our basic goals are to communicate to classroom teachers some fundamental practical concepts concerning the behavior, the curriculum, and the classroom environment to help them understand the child under stress and to structure the learning situation for the child to enable him to have a maximum learning experience in spite of the presence of stress.

Ten percent of the children enrolled in the public schools are experiencing excessive stress, tension, anxiety, fear, and other crippling emotions which result in learning disabilities, problem behavior, and a continued warping of personality. The percentage of incidence may vary from community to community because of socioeconomic and cultural factors, but the fact remains, these children and youth are **unable** to employ acceptable behavior in the classroom.

Seldom will a normal child go through a year of school life without a cold or an upset stomach. Neither can we expect normal children to go through a comparable period without displaying minor, or, for some, major transient behavior disorders. But the child who displays a pattern of unacceptable behavior needs to be recognized by the teacher as a child needing professional help. He may be identified by many names; a few of which are the quiet child, the hyperactive child, the aggressive child, the fearful child, and the lonely child. Prevention rather than correction should be the maxim in the classroom.

The teacher concerned with the conformity of behavior traditionally expected in the classroom is not able to give sufficient attention to early detection and/or prevention of the problem of children and youth who are experiencing such stress that personality disorganization is occurring.

The two major responses of children under stress to the usual classroom procedure are withdrawal and misbehavior.

Some withdrawn children may fail to learn even though the optimal learning conditions are maintained and teaching proficiency is excellent. Other withdrawn children are academically successful but fail to develop satisfying and enriching interpersonal relationships. The misbehaving children create a disruptive influence that inhibits the progress of other children in the classroom, retards their own progress, and exhausts the teacher(s) physically and emotionally. These children may be able to progress through life in this manner and may remain psychological cripples unless they receive therapy. Classrooms which structure the optimum individual academic growth are a therapeutic environment for all children including those under stress. All teaching can be therapeutic and if so, the classroom is a therapeutic facility and the teacher the therapist; a therapist not in the clinical sense of dealing with medical problems but an educational therapist treating educational problems.

I. The Teacher Therapist

The classroom environment which the teacher structures includes many interlocking factors: The physical conditions of the classroom, the intellectual atmosphere, and the emotional climate.

The most important single factor in the classroom is the teacher. She "sets and controls" the climate of the learning that occurs in the classroom.

The teacher's own behavior is one of the many factors which enter into the production of or the avoidance of problem behavior in children The teacher has the task of stimulating and guiding the students so that they will attain socially approved goals in the most efficient way possible. According to our modern concept, the teacher's knowledge of her subject and her methods of effective presentation are still important, but learning is now generally accepted as a dynamic and continuous process involving all phases of child growth and development so that other factors have become equally, if not more, fundamental than the subject matter itself. This is, of course, true for those teachers working with children-under-stress, regardless of where the child is, whether in a public school classroom or in the classroom of some residential center.

As the teacher expresses her personality in diverse ways, she teaches self-discipline, emotional stability and acceptance, more by example than by any specific teaching technique. The teacher must "ring true." The teacher of children-under-stress should strive to teach mental health principles by personal example. Healthy practices such as rational thinking, emotional balance, and self-respect must first be experienced and expressed by the teacher. Moralizing or lecturing about these traits is ineffective and in some cases detrimental. **No teacher can escape the responsibility for the manner in which her behavior affects her students during each day.**

If the teacher of children-under-stress plans to help students gain increasing emotional maturity, she must strive to act* to the events of each moment of the day with appropriate and adequate emotions. This does not imply that the teacher should attempt to control children by personal magnetism; to develop disciples who slavishly imitate her behavior as the only acceptable behavior; or make children dependent upon her for their emotional strength. Rather, she should practice honesty and responsibility, by example, and within the framework of these values attempt to build self-understanding and self-control in the students.

The teacher must have a wholesome self-concept—a positive view of herself; seeing herself as a person of dignity and integrity; of worth and of importance. The personality of the teacher should first be non-

*act—to function

threatening; it should convey her acceptance of each child while disapproving of his inappropriate behavior. When one has accepted the premise that all behavior is caused by external and/or internal conditions (that is, previously established ways of selecting and/or reacting to stimuli), then and only then can the teacher separate the child from his behavior and accept him while acting to control his behavior.

As long as there is more than one student in a room, the psychological climate of the classroom can be very warm and comfortable for some students and at the same time for others very disturbing.

It seems to be normal response for the adults to **react*** to disturbing behavior by the children, but it is essential for the teacher therapist to learn how to **act** to control the unacceptable behavior while still being able to convey to the child acceptance of him personally. She must continue throughout the day to **act** toward her students according to the therapeutic plan agreed upon by the staff. She must not **react** to the moment by moment behavior of the child.

If we as teachers are going to understand adequately the actions and reactions of the children and youth-under-stress, we must start with a clear understanding of ourselves. Whatever the student's action may be depends very largely on our actions and reactions to his problem. Therefore, ignorantly or knowledgably, the teacher can multiply or lessen the student's burden of fear, guilt, and anxiety materially. To be effective teachers of these children and youth, we must scrutinize our emotions and their originis and must understand that our behavior is motivated by these emotions. The teacher of children-under-stress **must** discard all facades or masks which are often unconsciously used by professional educators. The teacher must be herself—her own self is far superior to anyone she might choose to copy. Emotions, false dignity, and artificial affection are readily perceived by these children.

The teacher must develop an openness that would encourage free expression of emotions, questions, doubts, and ideas. She must provide consistent guidance for a variety of inadequate verbalizations and inappropriate overt actions. She must be consistently aware and receptive to the irrational thinking and divergent responses of the students. She cannot be emotionally "high" one day and "low" the next and expect to be effective. She cannot be accepting of the student's irrationalities and divergencies one day and rejecting of the same or similar thinking and responses the next day.

Teachers are invariably admonished to be consistant in behavior and attitude. The teacher of children-under-stress **must** avoid extreme emotional fluctuations; however, complete emotional rigidity would be unreal and unnatural. The entire gamut of emotions needs to be expressed by the teacher and by the child. The key to a healthy or unhealthy emotional life lies in the use of these emotions. In the proper

*react—To act in response to

place, at the appropriate time, and in the suitable degree, expression of emotions are indicative of good mental health.

The teacher must try to keep from transferring to the children her own personal problems; the ones that may be causing her to be worried, unhappy, and tired. Children-under-stress have an inordinate need for regularity and predictability in their expectations of the behavior of others. However it is not better to be consistent if what you are doing proves to be wrong. Be ready to discard poor methods for better ones.

All people have specific feelings about emotional disturbances and about those individuals who are experiencing an emotional disturbance. Whether we care to admit it or not, we react positively and intelligently toward children and youth-under-stress or we react negatively and emotionally (although perhaps subtly so) toward these persons. Emotions are expressed not only by word of mouth, but more importantly by facial expressions, tone of voice, choice of words, and other emotionally-loaded signals. One of the basic facts learned in the study of personality is that each person may be much influenced by another person's attitudes and emotions. The child "reads" the teacher and then adjusts his self, his emotions, and thus his behavior to what he perceives.

The teacher-therapist must be that person who is able to live at relative peace with herself. She needs the ability to set goals and to persist until they are achieved regardless of time, obstacles, and detours. The teacher-therapist must combine the best of education and of mental health principles. This teacher must have all the physical, intellectual, and psychological energy necessary to meet the events each day in the classroom plus additional energy to function as a member of the total treatment team. Energy must also be reserved for family responsibilites and community activities. She must be a problem-solver. She must be an innovator and an initiator. She must be willing to explore potential uses of new commercially developed teaching materials and must also be able to create her own teaching materials for those special educational needs found in particular students. The teacher-therapist must be a frontiersman of Century 21.

It is necessary for the teacher-therapist's ego strength to be dedeloped to the degree that she can be questioned without being on the defensive about her methods and techniques in dealing with a particular student. Her self-image must permit her to share her failures as well as her successes with other staff members. This then should permit her to accept the criticisms and counsel of her colleague, thus reaping benefits for both herself and her students.

In dealing effectively with children-under-stress the clothing worn by the staff affects the interpersonal relationships for good or ill. For example, if men teachers wear dress shirts casually opened at the

neck and rolled up at the sleeves, the student may interpret this as a casual attitude toward learning in the classroom. In contrast, if the teacher comes with a tie or sport shirt buttoned at the neck, the student may perceive this as a planned and organized approach to learning in the classroom. The women teachers should take time to keep their hair attractively styled and wear clothes appropriate in size, style, and color. The hemline can be a definite distraction to learning experience for the boys. Excessive femininity in men and excessive masculinity in women are definite distractions in the relationship between learner and teacher-therapist.

The educational atmosphere which is established in the classroom is dependent upon the teachers knowledge of the subject matter, what she experiences through "inner-personal relationships," and what she understands about herself.

All that has been said about the teacher-therapist should be applicable to any teacher who strives to educate children; be they normal or exceptional.

One of the benefits of being in a school system devoted to children-under-stress is that it provides an opportunity for teachers to interact with other staff members who are teaching the same type of children. They can share new ideas, materials, new concepts and personal emotional release through the opportunity to verbalize traumas experienced in educating this child. A fellow teacher may serve as a therapist. It is indeed helpful if the teacher's colleagues can be supportive. The best teachers from time-to-time will need to release their inner tensions.

Principals, supervisors, guidance counselors, and psychologists must act in supportive roles to the classroom teacher. The administrators and other concerned personnel must be supportive to the goals and directions toward which the teacher is currently moving. If they practice this role, then they may be able when the time is discerned right to make alternate suggestions for ways of changing the currently unprofitable learning sessions with a particular student.

There must be consideration given to the needs of the staff. Some days the administration should allow teachers to leave the school area to release their emotions. Other days, certain teachers need to be told to leave the classroom and school area for their own mental health. Just as a child needs release from the structured classroom, so he can seek relief in the game room, art room, or have a snack to eat, so does the teacher have a period of definite need that must be met.

Any given program has a tendency to become stagnant and cloudy in its direction. Because of this there must be a program of continual re-evaluation to make possible the most dynamic milieu for educating children-under-stress. As part of the inservice training program, there must be a staff library of basic fundamental texts concerning learning problems and all facets of behavior. To assist the teacher

in keeping up-to-date, the library must be continually enlarged.

One way to help teachers in the interpersonal relationships with students is to spend time in the inservice training program role playing. The staff can assume the role of the students. Someone who is skilled can direct this experience.

One effective way to deal with keeping the total staff informed is to start the day with a faculty session. During this time the total day's activities can be outlined and the individual problems can be discussed. Staff inservice training programs mean the inclusion of every person that has relationships or contact with the children in the total school milieu. This means that the secretary, custodian, cook, and volunteers, are all important people on the therapeutic team. For the staff to appreciate each other's responsibilities, a periodic session in which the staff switches roles, again under the direction of a skilled person, will help the cohesiveness of a team treatment.

The principal should plan in his schedule the opportunity to meet on a one-to-one relationship with his staff members as the need arises.

II. Environment

A. PHYSICAL

More and more educators are realizing the importance of the physical features of the school plant. Scientific placement of light fixtures and windows, and the reduction of surfaces that cause glare are of prime importance. Reduction of eye-strain alone goes a long way toward making the school situation more free from tension. Proper heating and ventilation systems help to keep the children more alert and comfortable. Many factors in the physical classroom environment can create problems.

The shape of the classroom has not been found to significantly aid the educational procedure. Space does have significance. There must be adequate space for flexibility in the learning activities. The room needs to be of sufficient size to separate the students into individual or group activities that would allow the least amount of interference to each other; but at the same time they need to be small enough so that those students who need to feel the physical presence of the teacher in relation to himself can do so.

One of the most important steps that could be taken to reduce tension is to reduce the noise level of the classroom. Carpeting on the floors would go a long way toward cutting down on noise. With the newer types of carpeting the cost probably would not be too much greater than the installation and maintenace of tile. Drapes at the windows not only help to reduce noise but also help with light control.

It is not being stressed that learning is or should be a quiet experience, however, a constant background of noise soon causes the teacher and students to become tense.

Disorder creates disorder. The teacher should keep her desk orderly and help the children to become orderly with their housekeeping. If the teacher has the pupils personally involved in the decorating of the room, then she is providing the groundwork for having them want to maintain the order of the room.

The classroom should have storage facilities to retain in the classroom area all the necessary teaching aids such as projectors, screens, books, chalkboards, typewriters, adding machines, teaching machines, and tachistascopic learning devices. Desks with moving parts lend themselves as tools for disturbance to the classroom and may be inappropriate. More appropriate would be desks with no movable parts. Carrel desks are an effective way to help a student who is having trouble selecting his stimuli to find an area in which he can comfortably work. The above mentioned points will be supportive to a maximum learning experience for the children.

The placement of specific children in a given classroom can help or hinder the educational and emotional experience for all. It would be just as threatening to have a shy, withdrawn student in a large, spacious classroom as to have an aggressive, acting-out student in a small, closed-in classroom. Many of the decorative items that the teacher might display in the classroom distract from the intellectual and emotional functioning of some students.

The socialization process is a very necessary one to consider in the designing of a classroom for children-under-stress. To allow sufficient rom to make possible the planning of activities which will bring the angry, confused, destructive and/or quiet children into satisfactory group experiences indeed is essential. If the classroom can be structured so some forms of free expression can be allowed, this will assist in the educational process. An adjacent area can also be used very effectively to allow that child who must have an opportunity to ventilate through large muscular movements to do so. The choice of games for this room would range from individualized games to group participation. Observation of play will allow the staff insights into these children. Participation in play by the staff will add further insights.

The break between classes at Nevada Heights School has been established at ten minutes to allow the students an opportunity for tension release through play activities. If there is too much time allowed, there is a definite deterioration; and if too short a time period is allowed, then tension continues to build within some students.

To assist the overall feeling of well-being in a given classroom, the teacher must be organized and her materials cared for in an organized fashion. The use of the bulletin boards and the chalkboards must have

a planned orderliness about them. If the opposite is allowed and too much activity is evidenced on the bulletin boards, chalkboards, disorganization on the teacher's desk and about the room, it can stimulate some students toward disorientation.

III. Behavior

The child-under-stress has recurring patterns of behavior which disturb the class and upset the routine of school and home. Other children-under-stress withdraw causing no disturbance but, nevertheless need help in making satisfactory adjustment to life. These children may differ from the well-adjusted children because in some way in some stage of development the pattern for emotional growth was impaired. This has caused his attitude toward himself to be one of distrust, his response to stimulation to be negative, and his behavior to be controlled by his anxieties. These views of the self will continue unless they are in some way interrupted.

The following four behavior types comprise the majority of children-under-stress. Each individual child has his own peculiar combination of the behavior of the four. There is so much overlapping of symptoms and actions that we will separate them only for the purpose of discussion.

a. The angry child

The angry child responds to his stress by blaming others, being quarrelsome, stealing, lying, destroying property, attacking peers, teachers or persons in his environment. He may appear to be sullen, rude, and often insolent without any noticable cause. A favorite device of the angry child is to disrupt the class or any routine procedures during the school day. When the disruption is discussed he will reveal that he is blameless in his own perception. As previously stated, the teacher must keep constantly in mind that she may well not be the target for this aggression at all. She must not permit false concept of blame to cloud her understanding and cause her to react rather than to act toward this child.

Often the angry child possesses the intellectual abilities to learn in depth and to complete even most difficult assignments, but usually his angry self causes him to function at a level much below his true abilities. Because of his emotional immaturity his behavior may be typical of a much younger child.

Some of these children spend long periods of time in imagery and fantasy with the major topic being destruction. As their illness is successfully treated, many examples of their creative writing show the

elimination of the destructive themes and the appearance of more socially acceptable themes.

The angry child often looks for a scapegoat upon whom he can ventilate his pent-up emotions. This type of child has a fear of expressing his true feelings and will project these fantasy-oriented episodes for release.

The angry child is so attuned to the weaknesses of the professional staff that unless they are prepared for his onslaught the child can quickly destroy the teacher's effectiveness. He is usually an instigator and will keep the class in a turmoil if given the opportunity. It is very difficult for some angry children to share the attention of the teacher with anyone. They must have all of her attention in order to meet their very real personal needs. These children will go to any lengths for release even though they know their actions will be penalized and they will have to make an accounting for this behavior.

b. The confused child

The confused child's ability to select stimuli is inadequate, therefore, he tries to react to all stimuli. Thus he appears to the teacher to be overactive, nervous, impulsive and erratic. This child attempts to complete work assigned, but because of the overstimulation often fails to follow the directions and becomes hopelessly confused. This has nothing to do with his capabilities as a student or his desire to please the teacher and be accepted by her.

His confusion often disrupts his classmates and threatens the teacher's classroom control. If the teacher is a perfectionist—tries to make the confused child conform to her standards—it can be a disasterous experience for both. To meet the needs of this child, the teacher must organize and plan activities in a structured way. For instance, the confused child should not be moved from the known environment. The introduction to the unknown child should be in small, sequential steps. Preparation for any change in the routine will be most helpful to this child.

Classmates often regard this child as a pest; someone who is always goofing up; someone who fails often. The child is forced to defend his every thought and action. He is habitually indecisive, not because he makes no decisions but because of the multitude of decisions he is making moment after moment. These decisions may well be contradictory. Therefore, he could experience a massive dose of rejection from peer groups, parents, and other significant persons. This child probably experiences the least amount of success of any disturbed child. He is not academically successful; he is not successful in games and recreational activities; he is not a social success. If the staff can plan his day and organize each learning experience so that

there is some measure of success, it is possible for him to learn and to be an acceptable and accepting member of his class.

c. The destructive child

The destructive child strikes out because his inner feelings are overwhelming him. Some strike toward the outer environment; others strike toward the inner self. Some try to destroy others; some try to destroy themselves. The destructive child appears to be an individual whose purpose is to satiate his own self-interest. In most cases this child is one who is very "mushy" inside, that is, he is extremely sensitive to all stimuli and practically all events are interpreted as a threat to the physical and psychological self. This child, whose inner feelings are not satisfying for him, must find some way to release these feelings in order to live even ineffectively or, in some instances, literally to survive. This may be the child who will break the pencils, tear the pages out of books, deface the bulletin boards, walls, and restrooms, and destroy objects made by his classmates.

Often we observe this child breaking favorite possessions and wounding loved ones that he truly cherishes in this attempt at release. For some children this destruction is unintentional. It is the partial result of a physical problem. These children are so tense that there must be a release of the muscular tension through actions. Destruction results when any simple physical activity is attempted. The muscular tension alone causes him to move about the room in a frenzy and speak out in a loud voice at inappropriate times. This behavior makes him appear garrulous, quarrelsome, and obnoxious. He is indeed a threat to the teacher's concept of herself as an effective, efficient professional.

This child may show himself to the observer as one that is not afraid of anything while, in reality, he fears practically everything.

Some of these children habitually blow up. You may expect a habit pattern of temper tantrums almost to the point of becoming normal behavior to the observer; while others with the same inner pressures will go out alone and destroy, burn or break and hurt things and people. This behavior can be triggered by criticism or failure; by failure to do an assignment correctly, by being a member of the losing side in a game, by a critical tone of voice from the teacher, by a gesture or a physical expression which is interpreted by the child as a criticism.

This is the child who will continually test all persons: parents, teachers, peers, to learn if he can make them reject him. In his perception all significant persons have rejected him in the past. When you can show this child that you do accept him; that you like him; a relationship can be established which will help support his inner tensions. This, in turn, makes it possible for the teacher-therapist to guide the child toward more acceptable behavior. This child needs

to have a person significant to him explain what is appropriate behavior in a given situation so that he can reconstruct his action pattern to fit this explanation. He needs to be shown that there are several appropriate actions to stimuli and that he has the right to make a choice from these actions. He will be more likely to make an appropriate choice if he has been guided. The teacher's task is to structure the situation so that it is possible for him to make one of the explained and more appropriate choices. If the teacher is acting towards this child; she will be able to reward that behavior she desires. If she is reacting to the child she will find she is rewarding the inappropriate behavior by punishment. She may actually reward and reinforce his feelings of guilt by letting him become a hero in the eyes of the other children because he succeeded in causing the teacher to lose her self-control. Thus the child is the master of the situation. Causing the teacher to respond to this stimuli is a habitual goal of some aggressive, angry, destructive children.

As stated previously, this child may lack coordination because of the physical tension he is experiencing. This tension may drain his energies to the point that he has little physical vitality. This is the child who may have chronic allergies and/or respiratory disease.

The destructive child may be that child who wishes to or attempts to destroy himself. He may practice self-mutilation, that is, deliberate attacks upon various parts of the body, biting, scraping, digging of flesh, incessant hair pulling. The ultimate in self-mutilation is a successful suicide. While most children will not accomplish this extreme act, many of these children will cause themselves bodily harm in order to relieve the tensions felt within.

Some boys never learn to relate to their peers and are always concerned about being prepared to defend themselves. Some boys develop great skills in boxing, wrestling, and games requiring physical strength. Others develop similar skills and strengths thinking that this will gain acceptance from their peers. Larry is such a boy as this and proceeded one day to assult the canvas training bag with such ferocity that all the skin was worn from his knuckles and blood was transferred in a ring around the bag.

Many destructive children are suicidal. "In certain age groups —tragically among the young—it is the third leading cause of death;"*

Death for a young person is a way of getting away from something. A very young person may believe the fantasy that he may survive suicide and is not aware of the permanence of suicide. Suicide is an escape from an intolerable situation. For each of us, there may

*Paper for the Conference of the Surgeon General with the State and Territorial Mental Health Authorities, December 6, 1966; by Edwin S. Shneidman, Ph.D.

be a time in our life when living is intolerable. The individual may feel or even intellectualize that the only possible solution is self-destruction. People who talk about suicides do commit suicides. Suicide attempts usually do not occur without warning. The child usually cries for help but these cries go without notice. Most suicidal persons are undecided about whether they want to live or die. Suicides may not occur during the depth of a mental illness, but most often occur during the recovery period. For example: Bob, who had been institutionalized for several years, showed sufficient improvement to be referred to the "open" adolescent unit. While in the process of screening Bob for placement in an educational program he expressed his enthusiasm in getting started Monday morning in this new experience. During the weekend Bob committed suicide. This occurred during the improvement period because Bob had developed enough energy to put his morbid thoughts into action.

The teacher-therapist should be alert for the cues and clues that the suicidal child is expressing. She must then alert all persons working with this child of these danger signals so that appropriate therapy can be initiated for him.

d. The Quiet Child

The quiet child, who is sometimes thought to be a model child, may be experiencing psychological agony as he sits quietly doing his school work. This child keeps in the background, seldom does anything to get into trouble, seldom stands up for himself or his ideas, has difficulty in carrying on a conversation, talks in a soft voice, is excessively polite, has difficulty in making decisions and often tires without apparent reason. The quiet child many times has been so shaped by over-protective and/or over-directive parents and/or teachers. This child may be observed as having no friends at all or just one friend or he may have a pseudo friendship with another person. Usually he will not volunteer for any activity even though he may desire very much to participate. He does not enjoy physical contact.

Often this child has very high intellectual capabilites but low functional achievements. Because of the pressure he feels he achieves at a low level. Some quiet children may earn top grades and still never learn how to handle a failure or a minor mistake. The quiet child usually will have a low opinion of his abilities and talents. The teacher fosters this erroneous self concept by announcing to the class, "You have been bad children." Most of the students would forget or repress this criticism as they leave the classroom, but the quiet child will often internalize this and make it the cornerstone of his self concept. Even though this child is not the target of the teacher's criticisms and animosities, he accepts himself as the tarket. The loud, angry, harping teacher can further impair the mental health of this child.

This child feels guilty for not being able to please everyone whom he perceives as placing demands upon him. He appears to be submissive and conforming but may have quick, though infrequent, episodes of rage. The quiet child has inner tensions equal to that of the confused, destructive child. This would not be obvious to the casual or infrequent observer but would be obvious to those making long term observations of this child. In trying to conform this child usually learns over-control. Also he may be accident prone in the elimination process. Even the teenager who practices this extreme internal control may have recurrent episodes of enuresis. He may resort to twitching, eye blinking, nail biting, hair twisting, or thumb sucking to relieve stress. He may be a child who resorts to repetitive movements to allay his fears. He may be a child who masturbates. The teacher-therapist in working with this child must structure a learning environment in which the student will understand that he is accepted even though he makes mistakes.

Often the quiet child is an inveterate reader and thus finds security in the world of literature. This child usually cannot write about himself.

We have not tried to be all inclusive of these four categories of children, but have striven to help the teacher with some guidelines for understanding their behavior. The teachers in dealing with these children must be willing to make their overtures towards physical contact and the establishment of a relationship slowly. The angry, confused, quiet or destructive child is distrustful of adults and will continually test and retest the established relationships to see if this adult can really be trusted. If he finds an inappropriate action or reaction by the adult, he may reconfirm more strongly than ever his original concept of the unreliability of the adult world. To each of these children any verbalization and even a minor show of affection is a contract; carrying with it the responsibility and obligations of a contract. Even though the quiet child expects his adults to be perfect and completely trustworthy, he must learn that there are no perfect adults. He must be willing to learn how to adjust to an imperfect world in order to live satisfactorily.

IV. Classroom controls

The general goals of the classroom control are to maintain an environment that is conducive to learning, to help students to become increasingly self-directing, and to enhance the self-image of each individual.

In and of itself the classroom does cause tension in students. No matter how accepting and warm the students and the teacher feel

toward each other, constantly there is a series of new and different experiences which are designed to change their behavior. Children and adults feel secure in doing those things which they have already learned. When individuals are confronted with a learning situation their sense of security is lessened.

Tension denotes a state of immobilization that occurs when the organism is needing a change of pace: physically, mentally, or emotionally. The term "anxiety" is often used interchangably with the word "tension" but can be defined as the stage when tension is persistent and the organism is in a state of constant frustration. The methods by which students react to tension or anxiety have been found to be learned behavior. Experiments have proved that in most cases there is enough inherent tension in the classroom for the purpose of motivation. In fact, the teacher who causes the anxiety level of students to increase may well be creating more problems than she is solving.

All behavior is goal-seeking. If the classroom control is to be constructive, each act of the student must be interpreted by the teacher in light of his needs and the particular goals which he is pursuing. A shocking proportion of what is labeled "misbehavior' is due to a school program which disregards many of the needs of children. For example: Bodily exercise is a basic need of human beings and frequent exercise of the large muscles is a "must" for growing children and youth. Movement about the room may be the only success experience of the school day for some students. A teacher who does not understand physiological needs may interpret a student's activity as evidence of a lack of interest, an uncooperative attitude, or just general misbehavior. The teacher of the distressed learner is aware of the needs of the students and plans for the fulfillment of his needs. Through careful planning a maximal amount of "misbehavior" which is otherwise inevitable may be eliminated. This tension or anxiety must find release. However, tension should not always be thought of as detrimental. It is because of the wish to alleviate tension that the individual learns to be a social being. Thus, tension can be a stimulus to enable the individual to learn new behavior and to conform to the standards of the classroom. The alert teacher must be a careful observer of her students. She must be able to ascertain when tension has stopped being a motivator of learning and has become a block to learning.

The causes of tension are as varied as there are individuals. Each individual has his own level of frustration tolerance and his own peculiar stress stimulators. However, any situation that causes fear or threat to the individual will cause him to experience tension, student or teacher. Anytime that a pupil cannot gain success in a learning situation, tension will result. Bored, disinterested, and

disorganized students are experiencing tension.

If allowed to reach the anxiety stage, tension affects both the learning process and mental health of the pupil. The classroom teacher needs to know and to understand all the implications of tension upon the learning process and upon the mental health of pupils. She needs to be educated to alleviate tension-causing situations. She needs to perceive situations which will cause tension and also interpret them. She must recognize tension when it is occurring within the group, individual, and/or herself. Children do live in accordance with their own perceptions and strive for their own goals. The imposition of adult standards may create a barrier to understanding and also may be emotionally unhealthy to the child. The teacher must accept the children on their own present standards, mores, and goals. We are trying to bring these children to a level of socialization which will permit them to live satisfactorily in **their cultural** environment. The teacher's language should never be punitive, even though the vernacular of the student may well be the single source of the communication with the learner at a given moment in time. You may repeat the slang or the profanity expressed by a student for a therapeutic goal but the teacher's use of these expressions for classroom control are usually ineffectual.

Another way a teacher may increase or decrease the classroom tension is by the pitch of her voice. This is one factor which has much to do with whether or not a class will be noisy, quiet, relaxed, tense, interesting or boring. The teacher should try to maintain consistently an attitude of calmness and unhurried activity. By having set goals for self improvement she will be able to more successfully internalize them and more adequately express them.

By using a closed-circuit television occasionally to record parts of her classroom procedures, the teacher can learn whether or not she is creating tension or decreasing it. The teacher-therapist will sometimes start her class with a therapy session, but she will have prepared a planned, structured, learning experience. This session might take the form of a group discussion of a current problem that the students have need to verbalize. When the class hour is initiated with therapy the teacher must be sensitive of the right moment when the class may be redirected into the planned learning experience for the day.

The incidence of misbehavior may be reduced to a minimum when the teacher:

1. Starts the class on time so that promptness becomes habitual.
2. Starts the students with tasks which they can successfully complete quickly.
3. Starts with an assignment rather than a lecture.
4. Is sure that all assigned work is well within the student's

capability but still presents some challenge.

5. Limits formal instruction periods to short duration.
6. Supervises the student's work closely, but works toward individual independence.
7. Sees that some task is accomplished every day and that recognition is given for that accomplishment.
8. Has periods of activity, periods of rest and periods of concentrated work.
9. Utilizes the present interest of the students and stimulates further development of these interests and/or new interests. (Often the curriculum will have to be modified to fit these particular interests.)

The use of **boredom** as a classroom control has proven to be a successful method for helping some children want to learn. The "Summerhill" approach.

It is important to give attention to the "insignificant things" in the daily routine of school living. Children should have plenty of time to get drinks, go to the restroom and wash their hands. Temporal order of events can spell success or failure in teaching. Timing—knowing when to give help neither too soon, (before the student has really tried) nor too late, (after he has become frustrated and antagonistic) is a unique art.

Orientation should be provided for each individual moving into the classroom during the term; as he moves to a new class, or when he returns from a long absence, or after an upset or emotional outburst. Give students time to adapt to new patterns of behavior and new rules. Slowly and cautiously place more and more responsibility upon the child for his actions. Allow for creative and original participation. An established routine lets students-under-stress know what to expect and know how they are to act. This helps to take away some of the fear and uncertainty they are experiencing. An orderly and efficiently functioning classroom is a pre-requisite for all children and particularly for children-under-stress. Careful advance planning by the teacher, supplemented by planning which involves the students, normally results in work, play, and rest which create situations that of themselves tend to exercise control over what the students do. The teacher who is organized and knows what she is doing and knows why she is doing it is more apt to possess a feeling of security and competence which invites student cooperation. Some freedoms must be experienced within the framework of these structured limitations.

When the teacher senses tension on the part of the class, she must take action. She can move from the topic being taught to a new and hopefully interesting one. Sometimes she can simply let the students

move about and talk freely for a minute or two. (assuming the classroom is of adequate size.) She might play a record and let them listen quietly for a few minutes. The age level of the class and the mental maturity of the class will dictate the type of activities or games that can be used. Most of the time the real problem is reducing individual tensions rather than class tension.

The use of sheltered areas in the classroom like Carrel desks or screened interest areas have been found to be useful for the child who is experiencing difficulty in selecting stimuli. If a child has finished with his work, he then is free to visit any of the activity areas. This helps to reduce boredom for the child who quickly completes his work.

One of the most often forgotten classroom controls is to praise the student for work accomplished at the given moment of completion. This is especially true in dealing with that child who has been an extremely acting-out individual. Often the teacher is so relieved by a few minutes of quiet industrious work by this student, she may forget to reinforce this acceptable behavior.

The teacher must learn to use judgment in determining which incidents are to be ignored and which indicate a need for guidance. Many minor incidents can be settled with a nod, a quiet word, an inquiring look. Courteous and sympathetic explanations will correct many misdemeanors. The children find security in learning to live with the patterns that emerge to make classroom controls possible. If the teacher repeatedly warns the students, without any consistent pattern to the warning before a corrective act is taken, the very nature of this child is to keep testing the limits before he will accept any controls. The control pattern the teacher chooses to use will be acceptable to the children as long as she is consistent. If the teacher establishes a pattern of two warnings and with the third one she acts, then the child can more readily live in the classroom environment.

Corrective discipline should be applied only to cases which are persistently defiant, truly disruptive and/or indicative of genuinely wrong attitudes and habits. Once the necessity for corrective control and punishment is clear, the teacher should not hesitate to act. Teachers should never under any circumstances say that punishment is going to be applied and then fail to apply it. Once committed to action, they must take that action without fail. Firmness and consistency are essential to the success of corrective discipline. The use of limitation of privileges in corrective discipline, if not related to the student's misbehavior, may be interpreted as revenge on the part of the teacher and thus develops more tension and hostility in the student. If such action is a consequence of the student's wrong behavior, it will help him understand the reasons for rules and regulations. It should not be delayed, but should immediately follow the wrong act with which it is

associated so as to emphasize the reason for the limitation of the privileges.

A. Significant others.

We have spoken of the teacher and the student relationship and would now like to speak about the significant others who are those individuals who interact with the children in the school milieu in maintaining controls and in influencing changes in behavior. To effectively approach the rehabilitation of these children the professional staff and significant others must coordinate their efforts for maximum results to take place. For example, an extremely tense situation had arisen in the classroom between the teacher and a student. The teacher called the custodian in because she knows that this student has a warm relationship with him. She sent the two on an errand. This relieved the buildup of tension. Another example: The principal was passing a room and was sensitive to the classroom atmosphere. He requested that a student go with him on a legitimate task to help the teacher relieve developing tensions. Still another example: It was necessary for the teacher to send the misbehaving student to the office and the principal was not in. A secretary who has established a rapport with students could through conversation with the student, make it possible for him to desire to return to the classroom. The principal upon returning and discussing the problem with the child learns that he is ready to return to the classroom. A secretary who does not understand the motives and needs of these children might in cursory fashion direct them to wait for the principal in such a way that the child would feel rejection. If the significant others are not incorporated into the total team approach in working with these children, they can be individually and collectively agents of destruction and disruption for the program. The interaction of the staff members and significant others must be expected to be a growing one because of the advantages of the education of the professional staff. The professional staff must be patient and understanding in guiding the significant others toward a more effective role in working with these children. For example, the custodian was in the office using a ten foot ladder to make an adjustment on a light. Richard came in and started to climb the ladder. The custodian, aware of the danger if he would fall or slip, said to Richard, "Get down off the ladder." One of the staff members realized that this would be a good learning experience for Richard and intervened graciously to ask Richard if he would like to climb to the top of the ladder just once and look around and then come back down again. To the custodian, he said, "I think it would be all right just this once to let Richard have this experience while we watch so he won't get hurt." If this situation were not handled sensitively the custodian could feel rebuked and the child unnecessarily restricted

from a learning experience. This is one example of the hundreds of different ways that the staff members need to work together to function as a team.

V. Curriculum

From day to day each learner sets out toward a destination and selects landmarks (behavioral changes and educational achievements) along the route. These landmarks lend assurance to the student-under-stress that he is not again on a detour. Other "landmarks" may be mischosen or not reached and this makes for circuitous routes and retraced steps (an old and familiar experience for these students.) Learners-under-stress may make poor choices of "landmarks". By so doing they get completely lost and never reach their destination. But in all their experiences of goal selecting and seeking they are achieving learning, satisfactions or dissatisfactions, successes or failures, understandings or misconceptions, skills or splintered skills. When the teacher structures the classroom experience so that the satisfactions override the dissatisfactions, the successes are greater in number and quality than the failures, the misconceptions are replaced by understanding and the splinter skills become true skills, the student's growth toward mental health is enhanced and for some is achieved.

In educating children-under-stress, the normal curriculum used in our public schools is the foundation for the variations that are applied to educate these children successfully. As it is the foundation, it is also the goal to which the child is directed in order to be prepared to make a satsfactory (smooth) return to the regular classroom.

Long term assignments as usually executed in the public schools are not appropriate for these children, though the same materials can be used for some in appropriate length and sequences. Also, some of the literature, the films and filmstrips and some of the live television that is used with the children in regular classrooms is completely inappropriate for some of these students. For example, for many students a one reel film can be successfully used while a two reel film is much too stimulating to profitably assimilate in one setting. Inappropriate topics might drive them into fantasies. Literature, television, magazines, or films having sexually stimulating passages and episodes have been found to be untherapeutic for many of these children. When the news media on television sustains long periods of concentration on one specific topic, these children quickly lose interest and resort to attention-getting behavior. For instance, a long television program concerning a national crisis would be boring to most students and an unprofitable use of their time. The same thing could be accomplished in a brief view of the incident.

It has been found that standardized achievement tests with norms

based on normal children are usually unsatisfactory in ascertaining the true level of achievement of children-under-stress. The functional level of the child in the classroom may be a more appropriate indicator of his abilities and a more proper basis of curriculum planning. An emotional illness usually depresses the academic achievement level of the individual. During initial testing using standardized tests such as the California Achievement Test, these children may graph extreme peaks in all directions with complete reversal shown by subsequent testing. As the total treatment program begins to take effect and the stress the child feels in himself begins to lessen, there is an observable flattening of the testing peaks and a more consistent achievement pattern develops.

As the teacher works with the child over a period of time, she will observe other gaps in his academic skills. This then offers the teacher the opportunity to re-evaluate the curriculum for this child. At this time there may be an indication that tutoring in his areas of low achievement, would be helpful or that extra help in the total classroom structure is essential. The teacher-therapist may find it helpful to use volunteers to tutor some of these children. Some children-under-stress profit from the close relationship of tutoring experience, while others cannot tolerate this closeness. As total treatment progresses, most children can come to a stage when a tutor will be helpful. Some children-under-stress are able to attend a full five hours of classwork daily and simultaneously receive treatment, while others are experiencing such internal stress that they can only participate in a structured classroom for one hour of the day, even with an individualized curriculum. Were the teacher to take one subject using one teaching aid and expect these children to function adequately for forty-five minutes, it would be unrealistic. To immediately contradict this statement, there are those individuals who for no apparent reason can enter the classroom and will work diligently for forty-five minutes. This is not the usual pattern but this can happen. It has been observed that this type of concentration often follows the previous days acting-out behavior for which the student has been reprimanded or corrected.

Scheduling classwork during the three hours in the morning and the two hours immediately following a short lunch break proved an effective use of time. With the normal classwork over at 1:30 students were able to participate in group therapy, individual counseling, tutoring and recreation. This also made it possible for the staff to function as a team. This schedule made daily time available for the staff to meet and converse about the student's successes and failures in learning and in behavioral control. This is also a time when staff members can help each other by sharing what the students say about another teacher's class. For example: In industrial education Richard may tell his teacher that in English he just learns baby words. This then should

say something to the English teacher about the individualized curriculum she is using for Richard. This can also just be a manipulative attempt by the student and will say nothing to her.

Those teenagers on the high school level assigned to a specific class such as American History, may have severe inner stress but be able to discipline themselves to function in a class of six or seven. If the teacher has any pronounced weaknesses that these children can use against her, the number of students would have to be further adjusted. The administrator must schedule students on the basis of two criteria: (1) the strength and weaknesses of the teacher, and (2) the nature and severity of the illness of the children. Grouping these children by sociability rather than I.Q. or grade level may prove more successful. It has been found that the pre-teenager needs smaller classes. These generalities should not become gospel, but should be accepted as guidelines only.

It is usually more satisfactory to have at least two girls together in a classroom. One girl may be tempted to act like a Queen Bee and the boys may find themselves vieing for her attention. For some the segregated class may be the most profitable organization.

For some of these children a non-competitive curriculum is necessary, but for others a competitive one is essential. For example, Kerry, who is very frightened at the thought of attending school, would completely give up if he were placed in a learning situation in which he had to compete with his classmates for an acceptable grade. On the other hand, if Bill were placed in a class in which no competition was felt, he would exemplify the usual "goof off." Structuring the classroom for each individual's needs makes it possible for them to have the pleasure of achieving.

If one teaches in an area in which he can take children-under-stress on field trips, they will usually demonstrate a maturity which may be inconsistent with their classroom behavior. Many times those children who are the lowest achievers and most acting out, when given a responsibility for counting or directing or introducing their fellow students in a social milieu, will display maturity and control. However, one must always be prepared wth an alternative plan for such a student who may not be able to function adequately in a leadership role.

Academic materials should follow the step-by-step sequence and this sequence should be based upon the progression of difficulty. This is especially true if the child-under-stress is working at the elementary or junior high level. Mistakes in academic work can be pointed out and retaught without negative comments and the red pencil approach. Completed, corrected work should always be emphasized and the incorrectness de-emphasized. These children often do careless work and often do not complete work. However, if in planning the curriculum, time is provided for the correction of careless work and completion of

work assigned, these habit patterns may soon be eliminated and the necessity of gaining attention through these channels may no longer be needed. For most students, it is essential that the assignments be short enough to be completed in one period.

The use of programmed materials seems especially helpful to some of these children because the hostility toward adults is lessened by this opportunity to work independently. Other children are entirely too dependent to function well without the interest of the adult. The programmed materials must always be supplemented with additional teaching aids because many children find programmed materials boring. The teacher needs to use all audio visual aids available to her such as talking books, films and filmstrips, 16mm. and 8mm. single concept films and tachistoscopic materials to keep the learning experience dynamic. An effective learning technique for children-under-stress is project-oriented experiences, such as school paper, decorations for parties, invitations for school functions, construction of a tree house, construction of a go cart, creating objects of art to enhance the school area, and preparation of bulletin boards. All of these projects to be accomplished would involve in a practical way the skills they are learning in their classwork. The reason for the creation of these products is not that the product would be of such excellence but that the products were done by the students for themselves or for others with whom they wish to share.

Textbooks should be selected for the special education needs of students and should be kept current. Reference books need to be readily available. There should be a sufficient variety of good textbooks and secondary materials to give a wide coverage of all subjects.

Long periods of repetitive work such as learning fifty addition facts must be avoided. Practices of short duration are effective. Workbooks should not be followed in a dogmatic fashion. Only pages appropriate to the concepts being learned should be used.

The following list of teaching aids have been found useful.

SCIENCE AIDS

Study Skills Library — Levels 3-9
Kansas City Audio-Visual, 3242 Holmes, Kansas City, Missouri

How to Use the Microscope—Microscope & Programed Text — Level 5-6
Science Research Assoc., 259 E. Erie Street, Chicago, Illinois

Basic Electricity Kit
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Sound Kit
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Air Pressure Kit
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Power Transmission kit
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Magnetism Kit
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Turbine Generator
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Basic Electricity-Solar Lab.
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Prepared Slides for Microscope
Cenco Scientific, 2600 S. Kostner, Chicago, Illinois

Mobile Laboratory — Levels K-6
Cenco Scientific, 2600 S. Kostner, Chicago, Illinois

Reader's Digest Series
Reader's Digest Service, Pleasantville, N. Y.

ARITHMETIC AIDS

Judy Fraction Inlay Board Circles
The Judy Company, Minneapolis, Minn.

Judy Fraction Inlay Board, Squares
The Judy Company, Minneapolis, Minn.

6' Giant Thermometer
The Learning Center, Princeton, N. J.

20 Rubber Feet, Children Size
The Learning Center, Princeton, N. J.

20 Rubber Feet, Adult Size
The Learning Center, Princeton, N. J.

20 Rubber Hands, Children Size
The Learning Center, Princeton, N. J.

20 Rubber Hands, Adult Size
The Learning Center, Princeton, N. J.

Practice On Sets, including grease pencils
Bowlus School Supply, Pittsburg, Kansas

Jumbo Counting Frame
Creative Playthings, Cranbury, N. J.

Money Makes Sense—Elementary Level
Fearon Publishers, Inc., 828 Valencia St., San Francisco, Calif.

Using Dollars & Sense—Elementary Level
Fearon Publishers, Inc., 828 Valencia St., San Francisco, Calif.

Judy Fraction Simplifier
The Judy Company, Minneapolis, Minn.

Growing Up With Arithmetic
McCormick Mathers, 1440 E. English, Wichita, Kansas

Making Algebra Plain
McCormick Mathers, 1440 E. English, Wichita, Kansas

Making Arithmetic Plain — Level 3-8
McCormick Mathers, 1440 E. English, Wichita, Kansas

Structural ARITHMETIC Kit,
Pupil Workbooks, Teacher's Guide — Level 1-2-3
Houghton Mifflin, 1900 S. Batavia, Geneva, Illinois

Cuisenaire Classroom Kit
Cuisenaire Co., Mt. Vernon, N. Y.

Basic Set, Judgements and Readiness
The Learning Center, Princeton, N. J.

Basic Set, Additive Sticks
The Learning Center, Princeton, N. J.

Basic Set, Learning Time
The Learning Center, Princeton, N. J.

Basic Set, Numerals and Relations
The Learning Center, Princeton, N. J.

Magnetism
The Learning Center, Princeton, N. J.

Basic Set, Magnetic Board
The Learning Center, Princeton, N. J.

Peg Numbers
The Learning Center, Princeton, N. J.

Plastic Bags of Sand, to be used with Traditional Dile Scale
The Learning Center, Princeton, N. J.

Musical Multiplication Records — Level 3-4
Bowlus School Supply, Pittsburg, Kansas

College Prep Course — Algebra, Percent, Graphs, etc.
National Institute of Education

SOCIAL SCIENCE AIDS

Living in Our Country and Other Lands
The MacMillan Company, Front & Brown Sts., Riverside, N. J.

Government for Americans—Third Edition
El-Hi Executive & Editorial Offices, Evanston, Illinois

Challenges to American Youth—Sixth Edition
El-Hi Executive & Editorial Offices, Evanston, Illinois

The Earth in Space
The MacMillan Company, Front & Brown Sts., Riverside, N. J.

Continents and Oceans
The MacMillan Company, Front & Brown Sts., Riverside, N. J.

Past to Present: A World History
The MacMillan Company, Front & Brown Sts., Riverside, N. J.

Latitudes and Climates
The MacMillan Company, Front & Brown Sts., Riverside, N. J.

American History Study Lessons—Complete 9 Unit Program
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Study Lessons in Our Nation's History—Complete 8 Unit Program
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

The Person You Are — Level 4-5
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

The Money You Spend (4-5)
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

The Family You Belong To (4-5)
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

The Job You Get (4-5)
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

The Friends You Make (4-5)
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

The Town You Live In (4-5)
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Audio Tapes — Health As You Grow — Level Elem.-Jr.-Sr.
Tame Div. of Prof. Products, N. S. Medical Officer,
Suite 795, 2nd Ave., Minneapolis, Minnesota

Westward Migration (2 Records, 4 Filmstrips) — Level 5-12
Society for Visual Education, 1345 Diversey, Pkwy., Chicago, Ill.

Freedom's Pledge (1 Record, 2 Filmstrips) — Level 5-12
Society for Visual Education, 1345 Diversey, Pkwy., Chicago, Ill.

Our American Heritage (3 Records, 6 Filmstrips) — Level 5-12
Society for Visual Education, 1345 Diversey, Pkwy., Chicago, Ill.

Filmstrips with narration on records
Pathfinders Westward (3 Records, 6 Filmstrips) — Level 5-12
Society for Visual Education, 1345 Diversey Pkwy., Chicago, Ill.

Study Skills Library, Social Studies
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

Programmed Geography — Level Jr. High
McMillan Company, Brown & Front Sts., Riverside, N. J.

Documentary and Landmark Records (set of 36) — Level Jr. High
Imperial Film Company, Lakeland, Florida

READING AIDS

Reading in High Gear, Cycle 1-2-3 — Leval 0-8
Science Research Assoc., 259 Erie Street, Chicago, Illinois

Childcraft, the How and Why Library
Field Enterprises, 600 Nelson Drive, Jefferson City, Mo.

The First Rolling Reader
Scott Foresman Co., 433 E. Erie St., Chicago, Illinois

Second Rolling Reader
Scott Foresman Co., 433 E. Erie St., Chicago, Illinois

Third Rolling Reader
Scott Foresman Co., 433 E. Erie St., Chicago, Illinois

Rolling Phonics — Consonants
Scott Foresman Co., 433 E. Erie St., Chicago, Illinois

Rolling Phonics — Vowels
Scott Foresman Co., 433 E. Erie St., Chicago, Illinois

Reference Skills Library
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

Word Cards, Phrase Cards and Phonic Pictures
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

Reader's Digest Skill Building Books — Level Elementary
Readers Digest Service, Pleasantville, N. Y.

Cyclo Teacher Packet — Levels Elementary and Jr. High
Field Enterprises, Education Corp., c/o Nellis Cunningham
600 Nelson Drive, Jefferson City, Mo.

Perceptomatic T.X. Program, Perceptual Organization — Level 1-8
Noname, Inc., 805 N. Cherry St., Box 106, Galesburg, Ill.

Tachist-O-Filmstrips — Levels 1-6
Learning Through Seeing, Inc., Sunland, California

Reading Readiness Program for Mentally Retarded
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Reading Laboratory I, for first, send and third grades
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Reading Laboratory Ia, for first grade
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Reading Laboratory Ib, for second grade
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Reading Laboratory IIa, for fourth grade
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Reading Laboratory IIb
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Reading Accelerator, Model III, Includes Manual
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Basic Guidance Kit
Science Research Associates, 256 E. Erie St., Chicago, Ill.

Automated Speed Reading Course
The Bureau of Business Practice, Dept. C, Waterford, Conn.

Pragrammed Reading, Sullivan Series
McGraw-Hill Company, Chicago, Illinois

Vocabulary Building Course
54 Functional Words
Wasp Filmstrips, Palmer Lane West, Pleasantville, N. Y.

Two Place Learning Station—Flash X Sets, Controlled Reading Juniors
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

Fitzhugh Plus
Allied Ed. Council, Galien, Mich.

Listen and Read Tapes, Listen and Read Text
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

I Want to Read and Write
Thompson School Book, 39 N. E. 24th Street, Oklahoma City, Okla.

Adult Reader
Thompson School Book, 39 N. E. 24th Street, Oklahoma City, Okla.

Botel Reading Set
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Snip, Clip and Stitch Workbook
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Frostig Visual Perception
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Newspaper Reading
Gary Lawson, Elk Grove, Calif.

Learning Your Language/One, Complete 6 Unit Program — Leval 4-6
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Language Roundup Books Workbooks — Level 3-6
McCormick Mathers, 1440 E. English, Wichita, Kansas

Systems for Success — Level 0-4, Level 4-8
Follett Publishing Company, 1010 W. Washington, Chicago, Ill.

Let's Write
Fearon Publishers, Inc., 828 Valencia St., San Francisco, Calif.

English 2200
Harcourt, Brace & World, 7555 Caldwell Ave., Chicago, Ill.

English 3200
Harcourt, Brace & World, 7555 Caldwell Ave., Chicago, Ill.

English 2600
Harcourt, Brace & World, 7555 Caldwell Ave., Chicago, Ill.

Individual Corrective English Workbook
McCormick Mathers, 1440 E. English, Wichita, Kansas

Essentials in English Workbook
McCormick-Mathers, 1440 E. English, Wichita, Kansas

Judy Sees Quees — Series 12, Series 6, Series 104
The Judy Company, Minneapolis, Minn.

Language Master
Hoover Bros., 1511 Baltimore, Kansas City, Mo.

GENERAL TEACHING AIDS

Book Records
Audio Book Company, St. Joseph, Missouri

Phonic Mirror for Speech Correction
HC Electronics, Inc., 201 E. Okeefe St., Palo Alto, Calif.

Transistor Record Player, with 8 individual earphones & Vol. controls
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

Wilson Movie Mover
Kansas City Audio-Visual, 342 Holmes, Kansas City, Missouri

4 place stacking rack with 4 plastic tubs and plastic covers
The Learning Center, Princeton, N. J.

Construction Sets — Level Elem.
Community Playthings, Rifton, N. Y.

Transparencies—Overhead Projector
Hicks Ashby Company, 1615 Baltimore, Kansas City, Missouri

Zoological Specimens in clear plastic
Stansl Scientific Co., 1231 N. Honore St., Chicago, Ill.

Occupational Education Filmstrips (Set of 9) — Level Jr. High
Eye Gate, 146-ol D. Archers Ave., Jamaica, N. Y.

Prima Hand Adder (10 key adding machines)
Master Printers, Ft. Scott, Kansas

Primary Typewriter (11" carriage, 6 pitch Bulletin Type)
Master Printers, Ft. Scott, Kansas

Viewlex-Table Talk, Filmstrip Viewer - 35 mm., 4-speed record player
Kansas City Audio-Visual, 3242 Holmes, Kansas City, Mo.

Overhead Projector
Cenco Scientific, 2600 S. Kostner, Chicago, Illinois

Technicolor 8mm. Film Loop Projector, Single concept films
Cenco Scientific, 2600 S. Kostner, Chicago, Illinois

Standard Filmstrip Projector, 300 watt
Cenco Scientific, 2600 S. Kostner, Chicago, Illinois

Kalart Victor 16 mm. Projector with attached T.V. size viewing screen
Bowlus School Supply, Pittsburg, Kansas

VI. Behavorial Changes

With children who are under stress, the only truism that can be stated is that their behavior will change. The child's behavior changes from moment to moment, hour to hour, day to day, and often there are no clues which the staff can read in preparation for anticipating or coping with these changes. This is why it is so important and it needs to be re-emphasized here that the school staff must communicate with each other the daily mood swings of these children. The usual pattern is no pattern. In most instances, whichever emotion is being shown, it is an extreme one. It appears most often to be out of proportion with the observable stimulate. Behavior changes can be stimulated by colors, objects, seasons, holidays, associations, successes, failures, sounds, smells, change of routine or any of the infinite number and variation of these. The child-under-stress tends to distort any classroom event so that it will appropriately fit his mood swings.

This child fears himself and his lack of self control. One of the most significant challenges for the teacher-therapist is the reduction of this fear. Many of these children come to school with a deep desire to lash out at any object or person in their environment. They are fearful of doing this and so keep such a tight rein that the inner stress builds to an intolerable proportion and then is expressed. The resulting guilt that they then experience may well lead to self mutilation of minor or major proportions.

As the fear becomes controllable, behavior changes appear. One can also observe changes in levels of aspiration as controls develop. More rational aspirations come to the fore as treatment becomes effective. In the periods of severe illness, the level of aspiration is either nil or so high as to be unachievable. This is true of all types of aspiration whether it is for academic achievement, personal goals, personality traits, acceptance or rejection.

Another cause of guilt is sexual fantasies. The child who is preoccupied with sexual interest can stimulate his fantasy with the most unsexual objects. Hanging from our indoor gym set is a canvas training bag used by the boys who need to be punching something. Jimmy was observed caressing and expressing sexual actions toward the training bag. Fear of sex is the major problem of some, while preoccupation with sex is the problem of others.

Homosexuality is not an uncommon factor in the mental illness of children-under-stress. Promiscuity is a common denominator in the mental illness of teenage girls. These factors must be treated as part of the illness and punitive measures should not be administered except in those cases in which the treatment team feel punishment would serve as a therapy.

As the treatment program continues and all staff are cooperatively working together to treat the child sometimes they are not prepared

for the overnight improvement in behavior that is shown and maintained. When this happens, the staff may show by facial expression or tone of voice their disbelief of the change. This is an instance when teacher behavior and attitude may be inappropriate. Change in the student must elicit immediate change in curriculum, in staff relationships and in teacher-student relationships. An expectation of continued growth and progressively more normal behavior is essential at this time. To respond to the needs of these children, the teacher needs to be basically an optimist, always looking for the good in each child.

As a child progresses towards better mental health, often peer groups who remain ill may reject him. He is no longer one of them. Also, the child who gains enough self control to relate successfully to the staff often finds himself the scapegoat for his peers.

Of course, one of the sad times is when a child regresses. This regression may be transient or of significant duration. This is a difficult time for the staff, the peer group and the child himself. If the child shows an apparent regressive pattern, the staff must be willing to take those appropriate actions which will protect the child from himself and undue stress from his peers. If the timing is correct, often only a short period of separation is needed. The most significant element for the return of the regressed child to healthier life is time. There seems to be an innate capacity built into each individual to heal with the passage of time. Children who have received treatment by professionals, may develop into persons with increased capability to make the necessary adjustments to life. Such a person has greater understanding of self, greater capacity to understand others, and new skills to make the many adjustments that are needed to live successfully or to live as a more adequate person. *Life is a series of adjustments.* The reason these children are ill is that they have been unable to make these adjustments. When this skill is learned, they can become "weller than well."

Summing Up

It has been the goal of the writers of this guideline to communicate to the teacher that she is in fact a teacher-therapist. She must be concerned with the psychological development of the child and of herself. This development must be under constant scrutiny so that it can be understood on the basis of its underlying causes, its expression through behavior, and its change through treatment. The classroom environment, the curriculum, the teaching methods and techniques and the classroom controls must be planned, executed and then evaluated in the light of the needs and goals of the individual child. The staff must work as a total treatment team to rehabilitate the child. Behavioral changes do occur and children do learn to live effectively. When stress is lessened, and academic achievement increases, the child is receiving a therapeutic education.

Curriculum Guides

Instruction Guide for Teachers of the Neurologically Imparied.
Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington, 98109

Instruction Guide for Teachers of the Emotionally Disturbed.
Seattle Public Schools, Administrative and Service Center, 815 Fouth Avenue North, Seattle, Washington, 98109

Programs for Handicapped and Socially Maladjusted Children.
Chicago Public Schools, Chicago, Illinois

Programs for Educationally Handicapped.
Torrance Unified School District, 2335 Plaza Del Amo, Torrance, California, 90509

Special Adjustment Classes for Emotionally Disturbed Children.
The Board of Public Education for the City of Savannah and the County of Chatham, 208 Bull Street, Savannah, Georgia

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GENERAL CLASSROOM ADJUSTMENT

NAME_____ DATE_____

Grade Level_____ Teacher_____

Subject_____ Speed in Typing_____ Shorthand_____

1. Attitude 5 4 3 2 1

2. Motivation 5 4 3 2 1

3. Attention Span 5 4 3 2 1

4. Self Control 5 4 3 2 1

5. Need for External Controls 5 4 3 2 1

Controls Used Most Effectively

a. Threat of restriction
b. Reasoning
c. Structured environment
d. Isolation
e. Humor
f. No control

6. Academic Progress

Learning Rate	Concept form.	Rote learning	Oral Exp.	Written Exp.
5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

7. General Behavior

a. Responsible
b. Mature
c. Appropriate
d. Manipulator
e. Inactive
f. Bizarre
g. Instigator
h. Disruptive
i. Blow-ups
j. Attention seeking
k. Acting Out
l. Verbal shouting
m. Profanity

Comment:

8. General Emotional State

a. Cheerful
b. Comfortable
c. Depressed
d. Withdrawn
e. Anxious
f. Confused
g. Excitable
h. Frustrated

9. Relationships

Teacher			Peers		
a. Warm	d. Negative	5	a. Leader	f. Rejected	5
b. Fearful	e. Appropriate	4	b. Accepted	g. Infantile	4
c. Hostile	f. Ambivalent	3	c. Appropriate	h. Withdrawn	3
		2	d. Follower	i. Scapegoat	2
		1	e. Aggressive	j. Provocative	1

10. Particular Difficulty

11. Above Average Performance

12. General Comments

13. Improving

Sliding Scale: 5—Lowest 1—Highest

Name	Date Tested	Test Given	Reading	Language	Arithmetic
JAMES B.	3/7/66	(Anxiety level did not allow testing)			
	5/17/66	Cat. W. 4-5-6	2.0	2.9	3.5
	9/20/66	Cat. X 4-5-6	2.6	3.8	3.8
	5/16/67	Cat. W. 4-5-6	3.1	3.4	4.0
DONNA B.	3/23/66	Cat. W. 7-8-9	8.9	9.7	9.2
	5/17/66	Cat. X 7-8-9	10.0	11.1	10.8

Name	Date Tested	Test Given	Reading	Language	Arithmetic
SIHRLEY D.	8/1/64	Cat. W. 7-8-9	6.5	7.1	4.8
	5/10/65	Cat. W. 7-8-9	8.6	7.4	7.0
	11/16/66	Cat. X 7-8-9	8.4	8.0	8.2
	5/16/66	Cat. W. 7-8-9	8.8	7.7	8.8
	9/20/66	Cat X 7-8-9	8.9	8.0	8.6
	5/17/67	Cat. W. 7-8-9	9.6	8.3	8.6
DAVID F.	12/20/65	Cat. W 7-8-9	8.0	8.0	7.7
	5/16/66	Cat. X 7-8-9	10.5	10.4	9.4
JIM H.	4/5/65	Cat. W. 7-8-9	7.0	8.5	10.0
	5/11/65	Cat. W 7-8-9	7.0	8.3	9.6
	11/15/65	Cat. X 7-8-9	5.4	7.6	8.2
	5/17/66	Cat. W. 7-8-9	6.7	8.3	8.3
MARK J.	12/15/64	Cat. W. 7-8-9	7.4	6.9	5.6
	5/11/65	Cat. W. 7-8-9	6.7	6.6	7.0
	11/15/65	Cat. X 7-8-9	5.8	5.6	6.9
	5/16/66	Cat. W. 7-8-9	8.4	7.1	8.5
	9/20/66	Cat. X 7-8-9	8.0	7.4	9.6
	5/17/67	Cat. W. 7-8-9	7.0	6.5	7.9
RAY M.	2/18/65	Cat. W. 4-5-6	2.5	3.0	5.0
	5/11/65	Cat. W. 4-5-6	3.4	3.8	4.9
	11/15/65	Cat. X. 4-5-6	2.9	3.6	5.2
	5/16/66	Cat. W. 4-5-6	4.0	3.3	6.0
	9/20/66	Cat. X. 4-5-6	3.6	3.4	6.0
	5/16/67	Cat. W.	4.3	3.6	7.0
JACK M.	2/1/65	Cat. W. 4-5-6	3.0	3.0	5.0
	5/11/65	Cat. W. 4-5-6	3.8	3.8	5.0
	11/15/65	Cat. X. 4-5-6	3.8	4.0	5.7
	5/16/66	Cat. W. 4-5-6	5.8	4.5	6.4
	9/20/66	Cat. X. 4-5-6	5.5	5.6	5.6
	5/18/67	Cat. W. 4-5-6	5.8	5.1	6.3

NAME _____ WARD _____ DATE _____ CLASS SCHEDULE

TIME	TEACHER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ROOM
8:00 8:45							
8:55 9:40							
9:50 10:35							
11:00 - 11:30 Lunch Time							
11:45 12:30							
12:40 1:25							
1:40 2:40	TUTORING						

Name_____These Grades Are Earned by Evaluation of Individual Ability and Effort

Subject	Teacher	Report Period	Grade	Absent	Report Period	Grade	Absent	WA	SA
		9 wks.			9 wks.				
		1 sem.			2 sem.				
		9 wks.			9 wks.				
		1 sem.			2 sem.				
		9 wks.			9 wks.				
		1 sem.			2 sem.				
		9 wks.			9 wks.				
		1 sem.			2 sem.				
		9 wks.			9 wks.				
		1 sem.			2 sem.				
		9 wks.			9 wks.				
		1 sem.			2 sem.				
		9 wks.			9 wks.				
		1 sem.			2 sem.				

SCHOLARSHIP GRADES
1—Excellent Achievement
2—Good Achievement
3—Achieving
4—Some Achievement
5—No Achievement

CITIZENSHIP MARKS
S—Satisfactory
P—Progressing
SP—Some Progress

CITIZENSHIP SYMBOLS
W.A.—Work Attitude
S.A.—Social Attitude